

**Texas Education Agency  
Standard Application System (SAS)**

**2018–2019 Pathways in Technology Early College High School (P-TECH) and  
Industry Cluster Innovative Academies (ICIA) Planning**

<b>Program authority:</b>	GAA, Article III, Rider 67, 85 <sup>th</sup> Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant Period:</b>	February 23, 2018, to June 15, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2017 DEC 20 PM 1:59 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION DIVISION </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, January 9, 2018	
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
<b>Contact information:</b>	Heidi Flynn: <a href="mailto:PTECH@tea.texas.gov">PTECH@tea.texas.gov</a> ; (512) 463-9242	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Campus name/#	Amendment #
Fort Worth ISD	220905	TCC South Collegiate HS/086	NA
Vendor ID #	ESC Region #		
1-756001613-5	XI		
Mailing address		City	State      ZIP Code
100 N University Drive Ste. SW204		Fort Worth	TX      76107
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
Tracy	L	Marshall	Senior Officer, Grants
Telephone #	Email address		FAX #
817.814.2283	<a href="mailto:tracy.marshall@fwisd.org">tracy.marshall@fwisd.org</a>		817.814.2285
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
David		Saenz	Director, CTE
Telephone #	Email address		FAX #
817.814.2361	<a href="mailto:david.saenz@fwisd.org">david.saenz@fwisd.org</a>		817.814.2307

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name Elsie	M.I. Schiro	Last name Schiro	Title Chief Financial Officer
Telephone # 817.814.2281	Email address <a href="mailto:tracy.marshall@fwisd.org">tracy.marshall@fwisd.org</a>		FAX # 817.814.2285
Signature (blue ink preferred)		Date signed	

12/13/17
12/15/2017

Only the legally responsible party may sign this application.

701-18-102-001

**Schedule #1—General Information**

County-district number or vendor ID: 220905

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – State Funds	See Important Note For Competitive Grants*	<input type="checkbox"/>
7	Payroll Costs (6100) – Federal Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) –State Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) – Federal Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) –State Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) –Federal Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) –State Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) – Federal Funds		<input type="checkbox"/>
11	Capital Outlay (6600) –State Funds		<input type="checkbox"/>
11	Capital Outlay (6600) –Federal Funds		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 220905

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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No program-related attachments are required for this grant.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 220905

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will work with the TEA chosen assistance provider as outlined in this RFA.

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 220905

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and 4 of the schedule.

**Part 3a: Revised Budget For State Funds**

#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

**Part 3b: Revised Budget For Federal Funds**

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

**N A**

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate which grant you are applying for:

☒ P-TECH    ☐ ICIA    ☐ Both

Texas is an energy powerhouse. We are the number one state for total energy production. We are the only mainland state with its own power grid. We produce more electricity than any other state, generating almost twice as much as the second highest-producing state. The Electricity Reliability Council of Texas (ERCOT) grid serves 75% of the state's landmass and 90% of the state's electrical load. As the US's second most-populous state, and fastest-growing, the energy needs of Texas will continue to grow as well. A system this vast requires an army of skilled workers to keep it up and running and will require more and more in the future to keep up with new innovations and population growth.

To meet this need, and to best prepare students for successful careers in this industry, the Tarrant County College –

**Fort Worth ISD Collegiate High School (TCCS)** proposes a new P-TECH pathway for students planning to enter the **Renewable Energy** field. During this planning year, the campus will embrace the tenets of the P-TECH model:

- **Shared Decision Making** – Establishing a partnership with its higher ed partner, Tarrant County College, and its employer partner, Oncor; Creating a formal Advisory Board to guide the school from conception to reality; and Launching Planning and Implementation Committees responsible for key areas of school development.
- **Redesigned High School Experience** – Recruiting the first cohort of Year One (9<sup>th</sup> grade) students, using an open admissions process; and Recruiting faculty and staff who embrace innovation and believe that every child can achieve.
- **Focus on College** – Creating a scope and sequence that integrates high school and college classes as well as workplace learning experiences.
- **Focus on Careers** – Developing a Skills Map that informs the development of the Scope and Sequence and ensures that students graduate with the entry-level skills that employers need.



TCCS recognizes that students need early and engaging experiences with the workplace to make the academic work in high school and college meaningful and to fully prepare its students with the workplace skills required by employers. Opportunities to take challenging, relevant courses, and to gain exposure to the workplace will be powerful motivators for student, particularly those who are underrepresented in college, including members of minority groups, those who are economically disadvantaged, and those who are the first in their family to attend college.

TCCS has already received Early College High School (ECHS) designation and currently offers four pathways to Associate's Degrees: an Associate's of Arts in General Studies; an Associate's of Arts with an emphasis in Kinesiology, an Associate's of Science with an emphasis in Mathematics, and an Associates of Science Degree with an emphasis in Chemistry. During the planning year, the campus will conduct a feasibility study to determine whether to combine the two traditional, ECHS Associate's of Science Programs into a single P-TECH program that will award an Associate's of Applied Science Degree in Renewable Energy, or to add a completely new Renewable Energy P-TECH pathway, bringing the campus's total to five.

**Current Enrollment:** TCCS is currently in its third year with cohorts in 9<sup>th</sup> through 11<sup>th</sup> grade. According to the 2016-2017 Texas Academic Performance Report, 56.1% of TCCS students were Hispanic, 29.1% African American, 9.7% White, 3.6% Asian, and 1.5% Two or More Races. Of those students, 60.2% were Economically Disadvantaged, 44.4% were At-Risk of Dropping Out, and 3.1% were English Language Learners.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.



TCCS proposes to continue work with Tarrant County College South Campus as its higher ed partner, and will forge a new partnership with ONCOR, The Fort Worth Chamber of Commerce, and The City of Fort Worth Water Department to provide work-based education through internships, apprenticeships, and other job training programs.

As will be stated in its new Memorandum of Understanding with FWISD, the Tarrant County Community College District (TCCD) will award Associate's Degrees to graduating TCCS students, free of cost, through an articulation agreement that outlines:

- Curriculum Alignment
- Instructional Materials
- Instructional Calendar
- Programs/Courses of Study
- Student Enrollment and Attendance
- Grading Periods and Policies
- Administration of Statewide Assessments



TCCS will also enter into MOUs with its workplace partners (Oncor, Fort Worth Chamber of Commerce, Fort Worth Water Department, Workforce Solutions For Tarrant County) to:

- Provide 100% of participating students access to appropriate work-based education at every grade level.
- Give to a student who receives work-based training or education from the partner under the P-TECH program first priority in interviewing for any jobs for which the student is qualified that are available on the student's completion of the program.
- Review the agreement at least every two years and update as necessary.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 220905

Amendment # (for amendments only):

Program authority: GAA, Article III, Rider 67, 85" Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)

Grant period: February 23, 2018, to June 15, 2019

Fund code: 429 (State), 289 (Federal)

**Budget Summary**

Schedule #	Title	Class/ Object Code	State Funds (50%)			Federal Funds (50%)		
			Program Cost	Admin Cost	Total Budgeted Cost	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$8,400		\$8,400			
Schedule #8	Professional and Contracted Services (6200)	6200				\$5,000		\$5,000
Schedule #9	Supplies and Materials (6300)	6300	\$6,309		\$6,309	\$18,709		\$18,709
Schedule #10	Other Operating Costs (6400)	6400	\$9,000		\$9,000			
Schedule #11	Capital Outlay (6600)	6600						
Total direct costs:			\$23,709		\$23,709	\$23,709		\$23,709
5.455% indirect costs (see note):			N/A	\$1,291	\$1,291	N/A	\$1,291	\$1,291
Grand total of budgeted costs (add all entries in each column):			\$23,709	\$1,291	\$25,000	\$23,709	\$1,291	\$25,000

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$25,000	\$25,000
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result.	\$2,500	\$2,500
This is the maximum amount allowable for administrative costs, including indirect costs:		

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the boxes with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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**Schedule #7—Payroll Costs (6100) – State Funds**

County-district number or vendor ID: 220905		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted (State Funds)
<b>Academic/Instructional</b>			
1 Teacher			
2 Educational aide			
3 Tutor			
<b>Program Management and Administration</b>			
4 Project director			
5 Project coordinator			
6 Teacher facilitator			
7 Teacher supervisor			
8 Secretary/administrative assistant			
9 Data entry clerk			
10 Grant accountant/bookkeeper			
11 Evaluator/evaluation specialist			
<b>Auxiliary</b>			
12 Counselor			
13 Social worker			
14 Community liaison/parent coordinator			
<b>Other Employee Positions</b>			
15			
16			
17			
18	Subtotal employee costs:		\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>			
19 6112	Substitute pay		\$
20 6119	Professional staff extra-duty pay		\$8,000
21 6121	Support staff extra-duty pay		\$
22 6140	Employee benefits		\$400
23 61XX	Tuition remission (IHEs only)		\$
24	Subtotal substitute, extra-duty, benefits costs		\$8,400
25	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>		<b>\$8,400</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #7—Payroll Costs (6100) -Federal Funds**

County-district number or vendor ID: 220905		Amendment # (for amendments only):	
<b>Employee Position Title</b>	<b>Estimated # of Positions 100% Grant Funded</b>	<b>Estimated # of Positions &lt;100% Grant Funded</b>	<b>Grant Amount Budgeted (Federal Funds)</b>
<b>Program Management and Administration</b>			
1 Project director			
2 Project coordinator			
3 Support Staff directly working on the program			
<b>Other Employee Positions</b>			
4			
5			
6			
7	<b>Grand total:</b>		<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #8—Professional and Contracted Services (6200) – State Funds**

County-district number or vendor ID: 220905

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted (State Funds)
6269	Rental or lease of buildings, space in buildings, or land	\$
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1		
2		
3		
4		
5		
6		
<b>b. Subtotal of professional and contracted services:</b>		\$0
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$0</b>

**Schedule #8—Professional and Contracted Services (6200) – Federal Funds****Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted (Federal Funds)
6269	Rental or lease of buildings, space in buildings, or land	\$
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Course Development	\$5,000
2		
3		
4		
5		
6		
<b>b. Subtotal of professional and contracted services:</b>		
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$5,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b><u>Schedule #9—Supplies and Materials (6300) – State Funds</u></b>		
County-District Number or Vendor ID: 220905		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted (State Funds)</b>
6300	Total supplies and materials that do not require specific approval:	\$6,309
<b>Grand total:</b>		<b>\$6,309</b>

<b><u>Schedule #9—Supplies and Materials (6300) –Federal Funds</u></b>		
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted (Federal Funds)</b>
63XX	Technology not capitalized	\$13,009
	Specify purpose: Equipment for P-TECH Courses	
Subtotal supplies and materials requiring specific approval:		\$
6300	Total non-consumable supplies and materials that do not require specific approval:	\$5,700
<b>Grand total:</b>		<b>\$18,709</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #10—Other Operating Costs (6400) – State Funds</b>		
County-District Number or Vendor ID: 220905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted (State Funds)
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$9,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$9,000
Remaining 6400—Other operating costs that do not require specific approval:		\$
<b>Grand total:</b>		<b>\$9,000</b>

<b>Schedule #10—Other Operating Costs (6400) – Federal Funds</b>		
Expense Item Description		Grant Amount Budgeted (Federal Funds)
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
<b>Grand total:</b>		<b>\$0</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #11—Capital Outlay (6600) – State Funds**

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (State Funds)
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
<b>66XX—Software, capitalized</b>				
12				
13				
14				
15				
16				
17				
18				
<b>66XX—Equipment, furniture, or vehicles</b>				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

**Schedule #11—Capital Outlay (6600) – Federal Funds**

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (Federal Funds)
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
<b>66XX—Software, capitalized</b>				
12				
13				
14				
15				
16				
17				
18				
<b>66XX—Equipment, furniture, or vehicles</b>				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
<b>Grand total:</b>				<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 220905

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FWISD had adopted the Texas Accountability Intervention System (TAIS) for both the district level Comprehensive Needs Assessment (CNA) and the campus-based CNA process. The purpose of the CNA is to examine multiple sources of data to identify the priority needs and direction for the school. When conducted thoroughly, the CNA tool provides TCCS staff with identified strengths and weaknesses and specifies priorities for addressing student achievement and meeting challenging academic and performance standards. Conducting a CNA is a process, not an event. TCCS staff used the CNA tool to focus on several areas: demographics; student achievement; school culture and climate; staff quality, recruitment and retention; curriculum, instruction and assessment; family and community involvement; school organizations; and technology.

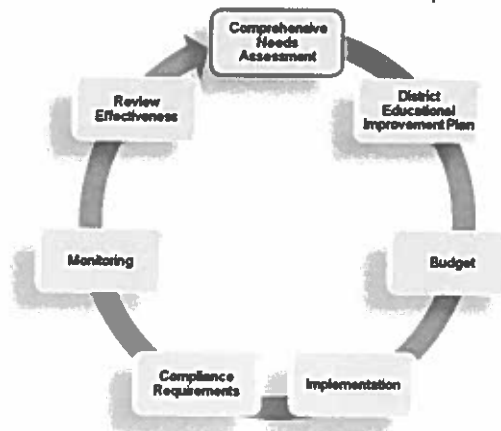
In this model, staff members organize into teams to focus on gathering data for their assigned category area. The teams are comprised of members that are required under Federal guidelines to carry out the campus plan: parents and other members of the community, teachers, principals, administrators, and technical assistant providers. The school profile begins with collecting baseline information so the teams can identify "statements of need" for each respective area.

Once the data is reviewed by each team, members may determine whether additional data should be collected and analyzed. By using multiple data sources to compare the data, priority needs should emerge to support informed decisions for continuous improvement, the development of the campus education improvement plan, and justify decisions regarding how federal funds will be used to ensure that all students meet challenging academic and performance standards. The steps are:

1. Review the purpose and outcomes of for conducting the CNA
2. Establish teams for each area of the CNA
3. Determine which types of data will be collected and analyzed by the teams to develop the school profile
4. Determine areas of priority and summarize needs
5. Connect the CNA to the CEIP and review process

The staff at TCCS conducted the TAIS CNA involving staff, students, parents, their technical assistance provider and community partners. A power point presentation was utilized to explain how to conduct a CNA and what data sources could be used. Committees were formed on a volunteer basis and every committee had a minimum of three participants. The committees met numerous times to discuss their specific area of need. Action steps and strategies were considered and defined. Student demographic and assessment data were key data sources that the TCCS committees used to construct a local profile of needs at the school. The committees used numerous data sources including : Campus Snapshot data, PEIMS data, ADQ campus data packet, Attendance, Report cards, AEIS, TAPR, Value Added, A Community and Discovery Assessment conducted by a community partner, a children's health and planning survey conducted by Cook's Children's Hospital for the TCCS zip code, parent surveys, teacher and staff climate surveys and student focus groups. Once all the committees had met and reviewed the data, the campus needs were determined and presented to the entire staff as a decision making source for the CEIP, and as a way of determining specific needs for this project.

Upon release of the P-TECH/ICIA RFP, FWISD organized a team of administrators, teachers, community members, representatives from local institutes of higher ed (IHEs), and parents to review this CNA and make recommendations for this course of action. Various groupings of these individuals have met constantly in the ensuing weeks to choose a model and construct a plan to best address the issues facing TCCS. The result of these many hours of planning is a comprehensive plan proposing the conversion of TCCS to a P-TECH ECHS, and an asset to its community.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 220905

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	TCCS students are on an ECHS track, but are missing the very crucial workplace experience component of a well-rounded STEM education.	Partnerships with Oncor Energy, The Fort Worth Chamber of Commerce, The Fort Worth Water Department, Workforce Solutions for Tarrant County and Tarrant County College will provide programs through high school and an associate's degree. Upon completion of the Early College Program students will be eligible for admission into a 4 year university articulated program. Experience gained working with Oncor will prove invaluable to TCCS students in post-secondary success.
2.	TCCS must recruit an advisory board of the highest qualified stakeholders in the Fort Worth Community. This board must be given the necessary resources to strategically plan and sustain a workforce-aligned PTECH academy.	The grant will provide funds necessary to complete a site visit to Energy Tech Early College and Career Center, a model Energy school, by the project's development committee. Additionally the advisory board will have access to resources needed to complete program planning and to sustain a workforce-related PTECH academy.
3.	In order to create a P-TECH track for Energy, TCCS must adopt innovative and authentic energy-focused curriculum framework culminating in at least one industry-level certification, a high school diploma, and an associate's degree.	The grant will allow the purchase of curriculum components and permit the development of a curriculum framework by experienced educators, which will result in an electronics engineering or electrical engineering certification, high school diploma and Associates of Applied Science degree in Renewable Energy Technology.
4.	To ensure student success, both academically and otherwise, TCCS must develop a robust system of wrap-around student support services.	TCCS will plan a one-week Electrical Energy summer camp for 50 incoming freshmen that will allow them to explore the career possibilities available after completion of the P-TECH curriculum through hands-on activities, experiential learning, and a work-site based field trip. Additionally, a team of College & Career Readiness Coaches will be trained to provide support with both degree planning and college counseling, as well as to work with school counselors to provide social-emotional support to students.
5.	To ensure success of the P-TECH program, TCCS must prepare to recruit its first class of students for the Energy pathway and make them aware of the rigors and expectations of the program as well as the benefits toward post-secondary success offered to them.	TCCS will partner with FWISD Communications as well as TCC to design and produce print and digital materials for distribution through middle school counselors and community events, such as STEM night and Excellence in Energy night. These events and materials will allow TCCS to capture the interest of 2018-19 8 <sup>th</sup> graders. Additionally, the campus will plan a corresponding social media campaign to reach a wider audience.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 220905

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Quantitative Analysis: Student Achievement Data	1.	# of students enrolled into PTECH (projected)
		2.	# of credits students are expected to take from PTECH and TCCS annually
		3.	# of PTECH students expected to graduate with an endorsement, high school diploma, and associate's degree
2.	Stakeholders' Engagement & Assessment	1.	# of workplace experiences/internships for PTECH students
		2.	# of industry partners associated with PTECH planning & programming
		3.	# of stakeholders serving on the advisory board
3.	Qualitative Focus Groups	1.	# of industry partners providing workplace experiences/internships
		2.	Advisory Board Focus Group
		3.	PTECH Students Co-hort Focus Group
4..	Observations & Review	1.	Stakeholders' observation notes from PTECH site visit(s)
		2.	Curriculum planning and implementation timeline
		3.	Review of plans for wrap-around services plans and funding sources for sustainability.

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Planning, implementation, and evaluation of project activities:

Planning and implementation will be monitored and data collected through meeting minutes, agenda, and documentation of process and product of grant activities. Both products and systemic processes will be implemented as the project becomes more developed. Student and stakeholder engagement be collected through qualitative data. These qualitative data will be catalogued and analyzed using Key-Words-in-Context (KWIC) approach. Patterns and trends will be reported quarterly.

Stakeholders' Engagement:

Involvement in planning activities by industry partners, parents, principals, teachers, and students will be gathered through the district on-line surveying tool to determine the extent of engagement indicators. Additionally, participation and activity logs will be collected to determine level of participation. These data will be reported during planning meetings.

Provided services:

Data for provided services will be collected through the Budget Office, Advisory board committee meetings, and TCCS planning documentation. The extent of product success will be assessed through focus groups, observations, and/or surveys. Feedback will be provided during planning meetings.

Curriculum Development:

The extent of curriculum implementation will be collected at the student level through the observation, local assessment/benchmark data meeting instructional objectives. Additionally, data such as learning minutes, training logs, and professional development will be reported to the campus management team. Data will be used in various campus ways to evaluate the implementation of the grant and the improvement of program planning success.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 220905

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the proposed P-TECH or ICIA school structure and how the program will establish a recruitment and enrollment process that will meet the open-enrollment requirements of this grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Fort Worth ISD's mission is "Preparing **all** students for success in college, career and community leadership." To that end, the District has founded a system of "Gold Seal Programs of Choice" as well as "Schools of Choice." The District provides a robust catalog of choices ranging from advanced academics to engineering, from aviation technology to culinary arts, and from health science to audio/visual production and more.

**LOTTERY**

Admission is based on a computer-generated selection process. Parents and students are notified in February of the year prior to enrollment. Students are given the following weighted ranking order during the lottery process as determined through Board Policy:

**Gold Seal Programs of Choice**

- Students living in the school's attendance zone
- Siblings of resident students who are concurrently enrolled in the school's Program of Choice
- Children of resident District employees
- Students living in the District but outside the attendance zone
- Children of non-resident District employees
- Students living outside of the District



The proposed TCCS lottery system will be a weighted lottery to meet the needs of the Texas Education agency PTECH/ECHS Blueprint Outcome Based Measure's. The process will include recruitment through the TCC South TexPrep and GenHope programs, as well as middle school career cruising reports for students who are interested in the energy technology fields. We will continue our POC marketing program with mini-expos and the district expo.

The TCCS Renewable Energy Program will provide students the ability to take college and CTE courses in a full service, stand-alone ECHS. Students will have the opportunity to work directly with Energy experts within ONCOR, TCC South, the City of Fort Worth to ensure their employability following the completion of level 1 certifications, distinguished high school diploma and associates degree. Students will attend a summer bridge program with all other ECHS pathway students as well as a Tarrant County College Faculty run Electrical Energy 1-week Summer Camp. TCCS prides itself on the social emotional and academic supports provided each student during their high school years.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 220905

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe how you will provide for a program/course of study that enables a participating student to combine high school courses and postsecondary courses. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The P-TECH ECHS will work in partnership with an Institute of Higher Education (IHE), Tarrant County College, through the use of a memorandum of understanding (MOU). The MOU outlines the relationship and responsibilities and establishes courses of study that combine high school and postsecondary courses. A credit articulation guide adopted by the local school board will outline which courses qualify for dual credit. In addition, the MOU outlines embedded industry certification opportunities provided within the coursework.

Classes will be scheduled in conjunction with the IHE's calendar to support the courses of study outlined in the MOU. Instructors for the courses will be provided by each institution to meet the needs of the ECHS student course requests. Students will be provided course outlines in their courses of study under the advisement of both the high school counselor and IHE college advisor. Students who complete the course of study will earn both a high school diploma and a two year Associate's Degree, and have the opportunity to complete industry certifications.

**Statutory Requirement 3:** Describe how you will allow participating students to complete high school and receive the required diplomas, certifications and work-based education experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Project Implementation Committee will work to design a flexible schedule of both secondary and post-secondary courses to allow students to arrive at high school graduation with both a high school diploma and an Associate's Degree from Tarrant County College. One of the facets of this ECHS program that sets it apart from others is a working partnership with an Energy Industry Leader, ONCOR, as well as relationships with the Fort Worth Chamber of Commerce and the Fort Worth Water Department.

Through flexible scheduling and creative course-design, students in the TCCS P-TECH program will participate in regularly-scheduled real-world work experiences that will give them an edge in their post-secondary careers.

The Project Development Committee will meet regularly with both its IHE and Industry partners to continue to cultivate these relationships and to maintain scheduling that will meet the needs of all three entities, and most importantly, the students enrolled in the program. ECHS staff will work with students to ensure that they are put on a rigorous, yet reasonable track to their ECHS graduations. Ninth graders will begin by taking college level elective courses. In tenth grade, students will be enrolled in their first text-based college courses to prepare them for more advanced text-based courses in the eleventh and twelfth grades.

At the end of their time at TCCS, students will have earned a distinguished high school diploma and a Renewable Energy, AAS Degree with possible embedded Level1 certifications.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 220905

Amendment # (for amendments only):

**Statutory Requirement 4:** Describe how you will provide students with flexible class scheduling and academic mentoring. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

FWISD has already been designated a District of Innovation by TEA. Through this designation, the district can research the feasibility of and then pursue a flexible school day waiver from the state, which will provide the campus the same flexibility that would be allowed at comparable open enrollment charter school.

If the campus were allowed flexibility with regard to minimum minutes of instruction and the 90 percent attendance rule, students would have the flexibility in their schedules to pursue real-world work experiences with partner corporations and organizations either daily or weekly. Compulsory attendance would still apply to students, ensuring that participants in the program would still attend required classroom sessions.

**Statutory Requirement 5:** Describe how you will provide the program at no cost to students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This program will be provided at absolutely no cost to ECHS students as with all the District's ECHS programs. As with all existing ECHS programs, the District will provide necessary texts and materials to students through local and grant funds.

As for tuition and fees, as stated in the current TCCS Memorandum of Understanding under Article D. Duties of College: The College shall have the following duties:

1. **Waive tuition and fees for students duly or concurrently enrolled in the ECHS approved courses;**
2. Provide selection of text materials for those courses;
3. Involve full-time faculty who are teaching in the appropriate disciplines in overseeing college course selection and implementation in the ECHS;
4. Ensure that course documents and syllabi are followed;
5. Apply the standards of expectation and assessment uniformly in all venues where the College offers courses;
6. Ensure that all College core curriculum courses are in the students' individual graduation plans for dual credit by the beginning of their freshman year;
7. Designate personnel to monitor the quality of instruction in order to ensure compliance with the Dual Credit Course Articulation Agreement for ECHS and the standards established by TEA, applicable accrediting agencies, and the College;
8. **Pay salaries of instructors who teach College courses;**
9. Provide academic support for ECHS students, and
10. Provide an area per FWISD and state and federal requirements in which students may eat breakfast and/or lunch meals that FWISD provides.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 220905

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe possible institutions of higher education partners and how you will develop and maintain the partnership(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TCCS was created as an ECHS collaboration between FWISD and Tarrant County Community College South Campus. This already developed partnership has entered into a joint Memorandum of Understanding, and has a signed Facilities Use Agreement, as well as a joint Operations Manual. TCC and FWISD have a long-standing relationship and have partnered on multiple dual credit partnerships and ECHS programs across the District.

The current Memorandum of Understanding, which will be updated to reflect the addition of a P-TECH pathway for students functions on the following principles:

- a. Establishment of a mutually beneficial partnership between TCC and FWISD that allows a flexible and creative response to the organizational, mission, fiscal, and data needs of all institutions.
- b. Collaboration in planning, implementation, and continuous improvement of ECHS programs including the provision for faculty, staff, administration, curriculum development, professional development, and student services.
- c. Provision of rigorous college readiness, dual credit, and technical and early college credit courses.
- d. Financial collaboration that addresses costs of all parties to this MOU and assists each in obtaining necessary funds from local, state, federal, and private/foundation sources to operate the program successfully.
- e. Location of the ECHS on the College grounds with students integrated in campus facilities and College co-curricular activities.
- f. Use of facilities including classrooms, labs, offices, and libraries that reduces operating costs and promotes collaboration of students, faculty, staff and community members in program success.
- g. Vertical alignment that promotes a college-going culture in all areas: teachers, college faculty, high school and college counselors.
- h. Collaboration that addresses the instructional calendar, instructional materials, student enrollment and attendance, as well as both the Texas Education Agency and THECB grading periods and policies.

**Statutory Requirement 7:** Describe possible business partnerships that the school will establish, list the types of businesses, proposed work-based education for students and describe how you will develop and maintain the partnership(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TCCS's current partnerships allow for students to attend school directly on the TCC South college campus, receiving the full college and high school experience. The high school works hand in hand with TCC to provide purposeful staff and student development in all education, social and emotional aspects. TCCS has worked directly with ONCOR's education outreach department in the past and they have completed, presented, and facilitated hands on labs, lectures, and student focused learning events over the span of the last 2 years. Through the new agreement, ONCOR will now provide on the job experience to TCCS students at their facilities. TCCS currently has 254 students in grades 9-11. The goal for the PTECH model will be attract students with drive and motivation to make be better prepared for the world outside of high school, and to positively impact their community. Through this grant the campus plans to increase enrollment to 125 students per grade level.

Looking forward to the PTECH model, TCCS will continue its efforts to bring students real life problems and work with them to find solutions. TCCS will build a program that will have hands on activities, coursework, internships, community leadership opportunities and service learning that will culminate into a well-rounded employable leader in the Energy related workforce.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 220905

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe how you will work with the Workforce Development Board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TCCS will leverage the existing relationship between FWISD, TCC, Workforce Solutions for Tarrant County, and the Fort Worth Chamber of Commerce to ensure that the program is of the highest quality and provides the most opportunities for TCCS students. The mission of Workforce Solutions for Tarrant County is to ensure the economic vitality of our community by building and maintaining a workforce development system that strengthens and provides economic, educational and developmental opportunities for all people including children and youth. To that end, Workforce Solutions and FWISD have partnered on countless projects to prepare FWISD students for successful careers. Workforce Solutions has the expertise to consult on career pathways, industry trends, local career climate, and employer expectations. They also provide a link to a vast network of employers in the Fort Worth community with which TCCS could potentially partner with in later expansions of the P-TECH program.

FWISD and the Chamber have collaborated on several joint college & career readiness initiatives over the years. Additional networking assets include: **The Dallas-Fort Worth Regional Workforce Leadership Council (RWLC)**, of which Tarrant County Workforce Solutions is a member organization is the driving force for a collaborative approach to providing workforce solutions across the Dallas-Fort Worth region. The RWLC brings together local leaders from business, workforce boards, chambers of commerce, and educational institutions to share information and collaboratively design workforce solutions. **The Fort Worth Chamber of Commerce**, a longtime community partner of FWISD, with 2,300 member businesses, is the premier business association in Tarrant County and the largest Chamber in North Texas. Through B2B marketing, informational events, business recruitment and retention, workforce development and government advocacy, the Chamber's mission is to promote the interests of its members by assuming a leadership role in making Fort Worth an excellent place in which to live, work and do business. Through the Chamber's invitation, several FWISD administrators serve on the Quality Workforce Development Committee and the Strategic Pathways to Student Success Taskforce that allows the district to have direct involvement in various planning aspects of the workforce partnerships in North Texas. . (Please see Letter of Support)

**Statutory Requirement 9:** Describe how you will ensure that P-TECH or ICIA students are entitled to the benefits of the Foundation School Program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Since its inception, TCCS has placed all students on the Distinguished Track, ensuring that students meet all Foundation Program requirements (22 credits), four credits in math including Algebra II, four credits in science, and at least one endorsement such as STEM, Business & Industry, Public Service, Arts & Humanities, and Multi-Disciplinary Studies.

In 8<sup>th</sup> grade, students review choices offered under the Foundation High School Program and the Endorsements to decide on their future academic paths. Students select the endorsements that best fit their personal areas of interest and the majors they plan to pursue in college. Students are made to understand that most college entrance requirements include rigorous advanced courses, including Algebra II, higher-level science courses, and languages other than English.

In 9<sup>th</sup> and 10<sup>th</sup> grade, students are encouraged to monitor their high school credits, being sure to meet all local and state requirements by the end of senior year. Students at TCCS participate in college level courses to earn credit toward one of several Associate Degree options. Students keep lists of their awards, honors, and extracurricular activities for scholarship and college applications, and they research colleges or universities they are interested in attending, checking admission and application requirements and timelines. At this time, students explore interests and take advantage of Career Days and college nights, where they can speak with school representatives about types of financial aid available to them. This is also the time when they take the PSAT. In their junior years, they take the PSAT for eligibility into the National Merit Scholarship Competition.

In 11<sup>th</sup> and 12<sup>th</sup> grade, TCCS students continue to take college courses, as with any ECHS. They begin exploring scholarship opportunities through their counselor's office, and prepare for and take the ACT and/or SAT test, preferably in their junior year. In 12<sup>th</sup> grade, students begin applying to college in the fall semester, and in the spring, fill out their Free Application for Federal Student Aid forms.

With the introduction of the P-TECH program to TCCS, all of these practices will continued to be followed, ensuring consistency among all students at the TCCS campus, while, of course, P-TECH students will also be receiving the benefit of specialized work experience overseen by partner organization staff at partner facilities.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 220905

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe the team that will complete the implementation plan and how you will ensure the implementation plan is completed by the required due date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Under the umbrella of the P-TECH Advisory Board will be the Program Implementation Committee consisting of District leaders from the campus, Leadership, CTE, Curriculum, and Advanced Academics. The Committee will include:

**Lisa Castillo** – TCCS Principal; Master's Degree in Counseling with extensive graduate coursework in Educational Administration, certified as Principal and Superintendent, experience leading and managing a ECHS program in a large urban setting, proven track record of student success, experience with managing multiple CTE programs in a CTE center, CTE program development and growth, and student success. **Ronald Rhone** – TCCS Assistant Principal; Master's Degree in Educational Administration, Master's Degree in Curriculum Design and Instruction, currently working on Ed. D., and administrative experience within a ECHS program in a large urban setting. **Amy Draper** – TCCS Program of Choice Coordinator; Master's Degree in Educational, currently working on Ed. D., certified as Principal and Superintendent, experience managing specialized programs within an ECHS program in a large urban setting, with proven track record of student success. **David Saenz** – College and Career Readiness Executive Director; Master's Degree in Educational Administration, experience leading and managing a CTE program in a large urban setting, proven track record of managing federal, state, and local budgets and resources, experience with managing a high performing team of CTE professionals. **Daphne Rickard** – CTE Coordinator –Master's Degree with experience in educational administration, proven track record of CTE program development and growth. **Vanessa Ritenour** - CTE Education Coordinator - Master's Degree with experience in educational administration, proven track record of CTE program development and growth. **Stephanie Tennyson** - CTE Coordinator - Master's Degree with experience in educational administration, proven track record of CTE program development and growth. **Ladye Welpman** – STEM Coordinator-Educational Doctorate Degree with experience in educational administration, proven track record of STEM program development and growth. **Dr. Stacy Burrell**, Director of Grant Compliance and Monitoring will oversee program evaluation, and **Tracy Marshall**, Senior Officer, Grants & Development will ensure grant requirements are followed and compliance is maintained.

**TEA Program Requirement 2:** Describe the committee structure that will be put into place to provide leadership, communication and decision making for the P-TECH or ICIA program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TCCS currently has an Advisory Committee made up of parent, higher ed, and community stakeholders, but the implementation of the P-TECH program will require more intensive and specialized work from a P-TECH Advisory Council to be formed during the planning phase of the program. This council will be made up of TCCS faculty and staff, parents, workforce partners, Tarrant County College faculty and staff, community leaders and other nominated stakeholders. The Advisory Board would meet approximately six times per year to provide guidance to the program's Implementation Committee, described under Program Requirement 1 above.

Additionally, each FWISD grant is managed on a day-to-day basis by its management committee, a group composed of administrative, campus-based, and community stakeholders. This management committee develops an action plan for project activities; problem solves implementation difficulties, and monitors efficient and effective expenditure of funds. This group also includes a Grants specialist to act as a liaison between the campus and district operations to ensure smooth implementation of grant activities, and to maintain fidelity of implementation, while ensuring proper state and federal compliance. Finally, the group will be assigned a project evaluator to provide continual ongoing and formative assessment and will use the data from the grant to add to their repertoire and move the data to the student expectation level transforming the campus. These data will be collected through focus groups, surveys, and reported to the campus advisory committee during its monthly meetings.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 220905

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe the structures and systems that will be put into place to strengthen both the academic and social/emotional skills necessary for high school and college readiness, as well as provide academic and social/emotional support for students to be successful in rigorous academic and work-based educational experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The use of **College & Career Readiness Coaches (CCRs)** is a proven best practice in FWISD. Piloted in 6 middle schools in 2010 with grant funds from The United Way of Tarrant County, the use of CCRs had spread across the district whenever supplemental funds have become available. Interventions will focus on proven, research-based methods of increasing student and family understanding of the connections between school completion and long-term success in life. Through College Nights, Family College Visits, parent meetings, school wide marketing, and student workshops, CCR Coaches will support students and families in successful transition to college and/or career. TCCS will seek funding to hire two CCRs to work with assigned cohorts of students beginning in the project's first implementation year following the grant period. The CCRs will stay with their assigned cohort from grades 9-12 and will cycle back around to 9th grade when their classes graduate. This allows the CCRs to become the students' most trusted advisors because of their commitment and constancy. The CCRs will utilize the District's Dropout Early Warning System (DPEWS) to determine which of their students need extra attention at any given time, from those students that may hover toward the top of those most at-risk, to those students who are ordinarily high achievers but may be struggling. The DPEWS is the earliest indicator that a student is beginning to struggle due to any of the variables it measures. Every student placed in a work-based site will have a detailed training plan created by a teacher/advisor and signed by the student, parent, teacher, and employer. The teacher of record will regularly visit work-based sites to ensure that student needs are being met by the placement. All students in work-based learning courses will have regular contact with the teacher in the classroom setting throughout the year. TCCS will partner with TCC and their Student Development Services department to increase TCCS dual-credit course success, including additional support for underrepresented students.

**TEA Program Requirement 4:** Describe the methods and timeline that the campus will utilize to ensure that the campus becomes a Texas Success Initiative assessment site by 2019–2020. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TCCS has already completed the steps required to become a TSI Assessment Site, and faculty and staff are currently in training to administer exams in 2018-2019.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 220905

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
	Other strategy			

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